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ABSTRACT

The analyses reported are based on a computerized set of survey research data from an archived database containing responses of 1,456 state public administrators in Kentucky to a mail survey conducted in 1987-1989. Using this data, researchers analyzed attitudes toward public administration among these public administrators, the professional role perceptions of these administrators, and the political values of these public administrators. This sample of administrators was generally supportive of the university degree programs in Public Administration, and thought that public administrators, regardless of their areas of specialization, should have some education and training in public administration. These administrators perceived their roles as public service professionals, and emphasized the need for public administrators to join professional organizations to keep up with current developments in the profession. Three political value typologies were identified in this sample: enthusiast, ambivalent, and rejector. (Contains 8 tables and 18 references.) (Author/SLD)

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ATTITUDES TOWARD PUBLIC ADMINISTRATION EDUCATION, PROFESSIONAL ROLE PERCEPTIONS AND POLITICAL VALUES AMONG THE PUBLIC ADMINISTATORS IN AN AMERICAN STATE – KENTUCKY

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2

ATTITUDES TOWARD PUBLIC ADMINISTRATION EDUCATION, PROFESSIONAL ROLE PERCEPTIONS AND POLITICAL VALUES AMONG THE PUBLIC ADMINISTATORS IN AN AMERICAN STATE – KENTUCKY

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• A paper prepared for a presentation in the "Comparative Public Administration" panel at the 51st Annual Conference of Political Studies Association (UK), April 9 – 12, 2001, Conference Center, University of Manchester, Manchester, England. (This paper will be presented at 2 PM on April 10, 2001). The survey data utilized in this paper were collected by a National Science Foundation supported research project (NSF Grant No. RII 87040-15) awarded to the School of Public Affairs, Kentucky State University (1987-1990). Any opinions, findings, conclusions or recommendations expressed in this paper are those of the authors and do not necessarily reflect the views of the National Science Foundation or of Kentucky State University. The authors are thankful to Ruchi Tyagi, Archana Hukerikar and Ryann Harlow for technical assistance in the preparation of this paper.

ATTITUDES TOWARD PUBLIC ADMINISTRATION EDUCATION, PROFESSIONAL ROLE PERCEPTIONS AND POLITICAL VALUES AMONG THE PUBLIC ADMINISTATORS IN AN AMERICAN STATE – KENTUCKY

A paper presented at the 51st annual meeting of the Political Studies Association (UK)
Manchester, University Campus
April 9 - 12, 2001

ABSTRACT

This research paper is based upon a computerized set of survey research data available in the ICPSR data archive, Ann Arbor. This database is a survey of 1456 State Public Administrators in Kentucky, conducted by a mail survey in 1987-1989 (A copy of the survey questionnaire is attached in the Appendix). Using this survey data the researchers have analyzed the following.

- Attitudes toward Public Administration Education among Public Administrators
- Professional Role Perceptions of Public Administrators.
- Political Values of Public Administrators

The findings in these three areas have been reported. Implications of these findings have been analyzed in terms of future research. It appears that this sample of Kentucky Public Administrators were generally supportive of the university degree programs in Public Administration. They also felt that Public Administrators, irrespective of their areas of specialization, should have some education and training in Public Administration.

In terms of Professional Role Perceptions, Kentucky Public Administrators perceived their roles as public service professionals. They also emphasized the need for Public Administrators to join professional organizations of Public Administrators to keep up with current developments in the profession.

Finally, this paper utilized survey responses of Kentucky's Public Administrators to conceptualize three political values typologies of the Public Administrators: Enthusiast, Ambivalent and Rejector. The conceptual framework and survey research methodology of this study is the American State of Kentucky

have been replicated elsewhere. The ICPSR databank holds this survey data in Ann Arbor (File No. 09408) for use by other social scientists.

ACKNOWLEDGMENT

This research is an example of survey research based study of the State Public Administrators in the state of Kentucky, USA. It was carried out as a collaborative research project between the School of Public Administration of Kentucky State University and the Government Service Center of the Commonwealth of Kentucky. The data generated by this project are available for analye by any social researcher through the Inter University Consortium for political and social research (ICPSR), Ann Arbor.

It has been archived by ICPSR at Ann Arbor as **General Survey of Kentucky State Government Administrators (Study Number 09408).** The researchers may view ICPSR webpage at http://www.icpsr.umich.edu to access details of data files available for analyses. The original survey data for this project were collected by the school of Public Administration of Kentucky State University, with support of a National Science Foundation Research Grant No. R II 87040-15. The authors had served as co-investigators of this NSF project. Some other research papers generated from this database have been cited in the bibliography of this paper.

I

INTRODUCTION

Public Administration Studies using survey research methodology to analyze the attitudes, values and role perceptions of Public Administrators have been appearing in scholarly writings and in research documents generated by the governmental agencies. This research paper has utilized available data in ICPSR social science data back. This original data collection was designed to analyze **"professional socialization"** of the state administrators in the American state of Kentucky. The focus of the present analysis is upon attitudes toward Public Administration Education, role perceptions and political values of Public Administrators. In this sense, this research paper is a secondary analysis of empirical data already collected for an original study. This approach in conducting political science research on the basis of available databases is consistent with the works of many researchers who have used the databanks in ICPSR (Ann Arbor) and ECPSR (Colchester). Every social researcher is not equipped with resources to collect such a large-scale database. Thus, available social science databanks provide an opportunity to all researchers to use the data available in their databanks for further analyses. It is important to recognize that social science data-bank based studies have to be carefully designed. It is important to know the original purpose for which the study was designed. The researchers conducting secondary analyses should indicate the manner in which they are using the original database to serve their specific research objectives. Considering this a copy of the original questionnaire used in Kentucky research has been attached to this paper. It would clearly describe the original purpose of the study and the types of questions that were included in this research.

II

THE STUDY'S OBJECTIVES

This research has posed three major exploratory research questions about the state Public Administrators in the Commonwealth of Kentucky.

1. What are the Attitudinal Orientations of Public Administrators toward Public Administration Education?
2. What are the Professional Role Perceptions of the Public Administrators?
3. What are the Political Values of the Public Administrators?

Answers to these questions would provide an understanding about the human dimensions of Public Administrators. This empirical research seeks answers to these questions on the basis of data collected in the state of Kentucky, USA. Although the data relates to only one American state, the methodological dimensions of this study may have wider impact upon the future studies of Public Administrators. As this study will show, it has been instrumental in generating other studies other studies in American States and even outside the United States (Rose 1993 and Greenwood 2000, Dibie (2000). This research does not specifically test any hypotheses about the Attitudes, Role Perceptions and Political Values of the Public Administrators in Kentucky. Instead, three exploratory research questions have been posed. The database on Kentucky Administrators has been used to generate answers to these three research questions.

III

DATA SOURCES

The primary data source for this paper is a National Science Foundation supported survey research conducted in the School of Public Administration of Kentucky State University (KSU). The School of Public Administration at KSU was involved in a collaborative research project with the Governmental Services Center of the Commonwealth of Kentucky. The Governmental Services Center is the training arm of the Kentucky State government. Its mission is to offer, authorize, and sustain employee training in the management, skills, general and computer areas. It also supports a long-term managements development program in the focus of the Kentucky Career Manager plan. The participants of a 37 hour managerial training program which is a segment of the respondents of the present study attend is entitled Management Awareness and is offered by the GSC on a regular basis. A random sample of 1,500 trained managers and a control group sample of 1,500 untrained mangers were surveyed by this research effort.

The survey instrument used in this study was designed as a mail survey questionnaire (See Appendix). It is a 38 item comprehensive questionnaire with both close-ended and open-ended items. One page of this questionnaire was color-codes since it was designed only for those respondents who had completed the management awareness training program. The color coded section had eight questions. All other items were designed for both the trained and the untrained managers. Request for demographic data was minimal to avoid obtrusive inquiries into personal background information.

The three-wave mail survey resulted in 1,467 responses. This paper is based on that data set. In general, the trained managers had a higher rate of response than the untrained managers. The term public managers in Kentucky sate governmental system includes about 6,000 employees in the executive branch of government who have a supervisory function. Management employees

of the legislative branch and that of the judicial branch were excluded from the scope of this study.

At the time of the study there were about 6,000 public managers in the executive branch of state government of Kentucky. One of the concerns of this study was to examine the attitudes and perceptions of public managers who had completed a "Management Awareness Training Program" offered in the Governmental Services Center. Given this special focus of the study a matching sample of managers who had completed this training program and a sample of other managers who had not completed the program were selected by a computer general randomization process.

Table No. 1 is indicative of the response pattern in the survey. Of the random sample of public managers who had not completed Management Awareness Training, a total of 653 responded to the survey giving a response rate of 43.5%. Among the sample of trained managers the response rate was a higher. Of the 1,500 trained managers, 803 responded giving you response rate of 56.5%. The total response rate for both groups was 43.5 or 1,467 individual responses.

TABLE NO. 1

PUBLIC ADMINISTRATORS' SURVEY RESPONSE PATTERN

Types of Public Managers	Number	No. Included in Random Sample	No. Responded in First Wave	No. Responded in Second Wave	No. Responded in Third Wave	Total No. Included in Data Set	Percentage of Response
All Public Managers in Executive Branch of State		1,500	268	277	108	653	43.5%
Goverament in Fall 1988 Public Managers Who Had Completed Mgmt. Awareness Training Between 1981-1988 and Were Still in Service in Fall 1998	1,838	1,500	411	262	130	803	56.5%
Total		3,000	679	540	242	1,467 *	48.9%

* Included six unidentified responses

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TABLE NO. 2
GENERAL PROFILE OF THE PUBLIC ADMINISTRATORS*

Gender (N = 1,405)	
Male	69.6%
Female	30.4%
Total	100.0%

Managerial Training (N = 1,457)	
Completed Mgt. Training	54.9%
Did Not Complete	44.7%
Total	100.0%

Seniority in State Govt. (N = 1,413)	
5 years and less	9.1%
6 – 10 years	16.1%
11 – 20 years	52.4%
21 years or more	22.3%
Total	100.0%

Job Description (N = 1,463)	
Adminis/Professional	46.3%
Clerical	4.6%
Supervisory	23.2%
Service	6.7%
Law Enforcement	12.3%
Mixed Category	6.7%
Total	100.0%

Supervisory Responsibility (N = 1,408)	
1 – 10 Employees	41.8%
11 – 50 Employees	38.1%
51 – 200 Employees	12.1%
201 – 500 Employees	5.2%
Total	100.0%

Ethnicity (N = 1,409)	
White	96.3%
Non-White	3.7%
Total	100.0%

Age Distribution (N = 1,372)	
Below 25	4.4%
26-35	33.5%
36-49	39.9%
50 and over	22.2%
Total	100.0%

Educational Background (N = 1,423)	
High School and Below	11.8%
Some College Education	17.2%
College Degree (BA/BS)	39.6%
Graduate Degree	31.1%
Total	100.0%

Type of Organization (N = 1,380)	
Data/Paper Oriented	23.8%
People/ Service Oriented	71.1%
Machine/Prod. Oriented	5.1%
Total	100.0%

Survey Response Behavior (N = 1,457)	
First Wave	46.4%
Second Wave	36.9%
Third Wave	16.3%
Total	100.0%

* The N size under different categories varies due to the exclusion of non-responses cases. The total in certain categories do not add to 100% due to rounding errors.

Table No. 2 projects a general profile of public managers who had participated in this survey. A majority of the participants were male (69.6%) and about less than a third (30.4 %) were female. Slightly over 96% of the participants were whites and about 3.7% non-whites, which included blacks and the other minorities. The age distribution among the respondents shows a very small number of these participants (4.4%) were below 25 years of age. The largest proportion of this group were between 36 and 49 years of age (39.9%).

The educational profile of this group of survey participants shows that a majority had college degrees (70%) including about 31% who had either a graduate degree or a professional degree (law, medicine, engineering, etc). About 11.8% had educational qualifications at the high school level. The seniority distribution among these public managers shows that only about 9% of the participants had five or fewer years of service with state government. A majority of these managers (54%) had between 11 and 20 years of service. Based on their responses to the questionnaire items on job description, 46% described their jobs as administrative/ professional, which is the largest job description category. The next in order were supervisory (23%) and law enforcement (12%). The questionnaire asked the respondents to classify their organizations. Nearly 71% labeled their units as people/service oriented organizations. About 23% described their units as data/paper oriented organizations. Nearly 5% described their units as machine/production oriented. The pattern of supervisory responsibility assigned to these people shows that about 41% of these managers supervised between one and ten persons. Those having responsibilities of supervising between 11 and 50 employees constitute about 38% of the respondents. There are some respondents having supervisory responsibilities with higher number of employees. This general profile of the public managers who responded to this survey is that of a college educated workforce, having considerable years of service. Most of them work in people/service oriented organization unites among a mostly white and male workforce. Minorities and women represent a relatively small portion of the sample. These characteristics should be kept in mind while analyzing the data in this paper.

IV

DATA ANALYSES AND DISCUSSIONS

The discussions presented in this section will relate to the three exploratory research questions stated in the research objectives section of the paper.

FIRST RESEARCH QUESTION

What are the attitudinal orientations of Public Administrators toward Public Administration Education?

ATTITUDES OF PUBLIC ADMINISTRATORS TOWARD PUBLIC ADMINISTRATION EDUCATION

In general, the University –based Public Administration degree programs need inputs from the practicing Public Administrators about the effectiveness of their Public Administration degree programs. In particular it is important to the relevance of their curricular contents in relation to the practical environment of Public Administration practitioners. Two major items in the survey questionnaire were designed to identify the general orientations of the Public Administrators toward public administration education. The Table No. 3 shows that the general distribution of state administrators' responses to these items and some variations across different groups.

In general, about 60% of the respondent administrators agreed with the first statement that public managers need a college degree related to their work in order to be effective. These tables show some noticeable variations in responses to this item among different types of administrators. For example, 70% of the non-white administrators were supportive of this as opposed to 60% of the white administrators. This table also compares the responses of male and female Public Administrators. Similarly, using the age criteria, the responses of the younger Public Administrators have been compared with that of the older administrators.

The next statement reflected the need for public managers to have some training and education in the field of public administration. An overwhelming majority of all public managers (85%) supported this statement. This level of support is consistently high among all different groups.

ORIENTATION TOWARD MANAGEMENT AWARENESS TRAINING PROGRAM

Another aspect of this research deals with the attitudes of the survey respondents toward a management awareness training program offered by the Commonwealth of Kentucky for their in-service managers. The management awareness training program offered by the Governmental Service Center is a generic management program designed to achieve a limited number of objectives. The survey instrument had a color-coded special page for those managers who had completed this training program. Those who had not completed this training were asked to skip this page.

The shows the responses of about 580 state administrators who had completed this management training program between the years 1981 and 1989 are given below. The three major evaluative items were as follows:

(A) Participants' perceptions of the program's contribution to increasing their effectiveness.

(B) Valuable → 25%

Moderately Valuable → 52%

Of No Value → 4%

About 25% of these managers found this training very valuable and 52% reported moderately valuable. Only a small percent of the respondent trainees (4%, N=23) did not find this training to be of any value to them.

CURRICULUM OF PUBLIC ADMINISTRATION DEGREE PROGRAMS: VIEWS OF KENTUCKY PUBLIC ADMINISTRATORS

The survey questionnaire used in this study also sought to understand the views of the respondent administrators about specific sub-fields of Public Administration curriculum. The

Kentucky Public Administrators were also asked to evaluate the relative significance of 6 different sub-fields of Public Administrators from their professional perspective: **Personnel Management, Policy and Program Analysis, Budgeting, Management Information Systems, Administrative Law and Statistical Analysis/Research Methods**. The Table No. 4 shows the general response patterns of the Kentucky Public Administrators' views about the significance of these sub-fields. Personnel management was perceived as a body of knowledge of highest significance to Public Administrators. The lowest ranking, in terms of significance, was given to Statistical Research Methods. Such information about the attitudes of Public Administrators toward Public Administration Education can be very useful to the schools of Public Administration located in diverse university settings. The faculty members in these schools are concerned about answers to a central question: **What kinds of knowledge, skills, values and behavior are expected from the graduates of the schools of Public Administration?** Developmental changes in the curriculum of Public Administration degree programs can be made on the basis of answers to this central question. And practicing Public Administrators can provide answers to this question from their professional experience. The faculty members in schools of Public Administration would find such inputs from Public Administrators as very useful.

TABLE NO. 3
STATE ADMINISTRATORS' ATTITUDES TOWARD PUBLIC ADMINISTRATION EDUCATION

Survey Items	Response Categories	All Respondents	Ethnicity		Gender		Age			
			White	Non White	Female	Male	25 and Under	26 - 35	36 - 49	50 and Above
Public Managers need college degrees, related to their work to be effective.	*Agree*	60.8% (858)	60.7% (809)	70.6% (36)	60.9% (257)	61.3% (586)	59.0% (36)	59.9% (269)	65.4% (353)	54.7% (162)
	Disagree	38.6% (542)	38.6% (514)	27.5% (14)	38.6% (163)	37.8% (361)	39.3% (24)	39.4% (177)	33.7% (182)	44.9% (133)
	Unsure	0.8% (10)	0.8% (10)	2.0% (1)	0.5% (2)	0.9% (9)	1.6% (1)	0.7% (3)	0.9% (5)	0.3% (1)
	Total	100% (1412)	100.0% (1333)	100.0% (51)	100.0% (422)	100.0% (956)	100.0% (61)	100% (449)	100.0% (540)	100% (296)
Public managers, irrespective of their other educational background, need training and education in public administration.	*Agree*	85.5% (1213)	85.5% (1143)	90.4% (47)	84.2% (356)	86.2% (828)	80.3% (49)	84.9% (383)	86.4% (469)	86.5% (257)
	Disagree	13.8% (195)	14.0% (187)	7.7% (4)	15.4% (65)	13.2% (127)	18.0% (11)	14.6% (66)	12.9% (70)	13.1% (39)
	Unsure	0.7% (10)	0.5% (7)	1.9% (1)	0.5% (2)	0.6% (6)	1.6% (1)	0.4% (2)	0.7% (4)	0.3% (1)
	Total	100.0% (1418)	100.0% (1337)	100.0% (52)	100.0% (423)	100.0% (961)	100.0% (61)	100% (451)	100.0% (543)	100% (297)

Table No. 4
STATE PUBLIC ADMINISTRATOR'S ATTITUDES TOWARD CURRICULAR COMPONENTS OF PUBLIC ADMINISTRATION EDUCATION

Sub-Fields of Public Administration	Rank Order	Percentage of Administrators saying it is necessary and important to a great extent (N=1406)
Personnel Management	1	65.3%
Policy and Program Analysis	2	35.7%
Budgeting Operations	3	31.8%
Management Information Systems	4	31.7%
Administrative Law	5	27.4%
Statistical/ Research Methods	6	14.4%

SECOND RESEARCH QUESTION

What are the professional roles and perceptions of Public Administrators?

PROFESSIONAL ROLE PERCEPTIONS OF PUBLIC ADMINISTRATORS

In recent years, Political Scientists have studied Role Perceptions of Legislators, Lobbyists, Party Officials and Political Executives. In this research, we have utilized two major survey items in the questionnaire to analyze the "Professional Role and Perceptions" of Kentucky's Public Administrators. Table No. 5 shows the response pattern of the Administrators towards two statements. Table No. 6 shows the professional behavior characteristics of the Public Administrators. Based upon these two sets of tabular data, we may derive some conclusions about the professional role perceptions of the Public Administrators in Kentucky. The Kentucky Public Administrators who responded to this survey

Expected that the Public Administrators to be familiar with the current developments in the field of Public Administration. A majority of them also emphasized the need for the Public Administrators to become affiliated with professional groups as members. Further as indicated by reported behavioral data in Table No 6, these public Administrators were involved in professional activities indicated, to some extent.

Table No. 5
PUBLIC ADMINISTRATORS' ORIENTATIONS TOWARD PUBLIC SERVICE PROFESSIONALISM

Survey Items	Response Categories	All Respondents	Ethnicity		Gender		Age			
			White	Non White	Female	Male	25 and Under	26 - 35	36 - 49	50 and Above
Public Managers should be familiar with the current developments in public administration.	*Agree*	88.7% (1254)	88.3% (1178)	96.1% (49)	88.1% (369)	88.8% (853)	77.0% (47)	87.8% (396)	88.9% (480)	92.2% (273)
	Disagree	10.0% (141)	10.3% (137)	3.9% (2)	10.7% (45)	9.8% (94)	19.7% (12)	10.9% (49)	9.6% (52)	6.8% (20)
	Unsure	1.3% (19)	1.4% (19)	0.0% (0)	1.2% (5)	1.5% (14)	3.3% (2)	1.3% (6)	1.5% (8)	1.0% (3)
	Total	100.0% (1418)	100.0% (1334)	100.0% (42)	100.0% (419)	100.0% (961)	100.0% (61)	100% (451)	100.0% (540)	100% (296)
Public managers should belong to one or more professional organizations that are concerned with public administration.	*Agree*	54.5% (768)	53.9% (718)	66.7% (34)	56.7% (237)	53.4% (512)	47.5% (29)	45.9% (206)	58.2% (313)	62.2% (184)
	Disagree	39.1% (552)	39.5% (526)	27.5% (14)	36.6% (153)	40.4% (387)	37.7% (23)	48.1% (216)	35.1% (189)	33.4% (99)
	Unsure	6.4% (90)	6.5% (87)	5.9% (3)	6.7% (28)	6.2% (59)	14.8% (9)	6.0% (27)	6.7% (36)	4.4% (13)
	Total	100.0% (1410)	100.0% (1331)	100.0% (51)	100.0% (419)	100.0% (958)	100.0% (61)	100% (449)	100.0% (538)	100% (296)

Table No. 6
PROFESSIONAL GROWTH RELATED ACTIVITIES OF THE STATE ADMINISTRATORS (N=1,467)

Organizational Membership
(N=1,467)

Member of at least one Professional organization	41.5% (609)
None	58.5% (858)
Total	100.0%

Conference/Seminar Participation
(N=1,467)

Participated in at least one Conference/seminar in the Last two years	40.1%
None	59.9%
Total	100.0%

Readership of Professional Journals and Publications
(N=1,467)

Read/Subscribed to at least one journal/publication	37.8% (554)
None	62.2% (913)
Total	100.0%

Continuing Professional Education
(N-1,467)*

Participated in agency sponsored training	30.06% (441)
Attended workshop at GSC	19.29% (283)
Enrolled in a non-degree Class/program	4.63% (68)
Enrolled in a degree program	4.22% (62)
Enrolled in Kentucky Career Management Program (KCMP)	3.95% (58)

*Multiple responses have been tabulated in this category.

THIRD RESEARCH QUESTION

What are the political values of Public Administrators?

POLITICAL VALUES OF PUBLIC ADMINISTRATORS

Research has indicated that the Public Administrators hold diverse political values. In this context, we are interested in a general measurement of the political values of Public Administrators toward political issues and public affairs. In this research, six different survey items in the questionnaire were used to develop a composite index of what has been labeled as the Political Values. The Table No. 8 lists these items that were combined to generate 3 political value typologies listed below.

- ENTHUSIAST(These administrators were enthusiastic followers of Public Affairs)
- AMBIVALENT(These administrators were unsure about their role in Public Affairs)
- REJECTOR(These administrators rejected an activist role in public affairs)

The actual distribution of these 3 political typologies among the Public Administrators of Kentucky have been shown in table No. 7. The detailed methodological procedure that was followed in operationalizing these three political value typologies may be seen in (Rose et. al, 1993). Using the data in Table No 7,it seems only about 21% are enthusiast, 15% are rejecters, and a majority of about 51% are ambivalent. Also 11% did not respond to the relevant survey items. It is clear that for most Kentucky Public Administrators there is some hesitation about taking on an ENTHUSIAST role, in relation to Public Affairs.

Table No. 7

DISTRIBUTION OF POLITICAL VALUES AMONG PUBLIC ADMINISTRATORS

Political Values Based Typologies	Frequency	Percent
Rejector (1)	225	15.3%
Ambivalent (2)	760	51.7%
Enthusiast (3)	321	21.8%
Missing Data	165	11.2%
Total	1,471	100.0%

The political values based typologies were created on the basis of the administrator's response to the following questions in the survey. Methodological details of this statistical process has been described in Mohapatra et. al., 1990.

Table No. 8
SURVEY QUESTION

As a state public administrator, how important do you believe it is to keep in touch with the following?			
	Very Important	Somewhat Important	Not Important
Election Voting Patterns	3	2	1
Legislative Candidates and their Views	3	2	1
Economic Issues	3	2	1
Positions of Interests Groups on Policy Issues	3	2	1
Specific Policy Issues eg. Educational development	3	2	1
Federal Government Grant Programs	3	2	1

VI

CONCLUSIONS

This first empirical study of the Public Administrators in Kentucky is also the first major large-scale study of the Public Administrators in America. This study led to the formulation of the larger study of he Public Administrators in the fifty American states (Osborne, 1994). This study also led to the implementation of two cross-cultural studies are in Britain (Greenwood 2000) and a study in Nigeria (Dibie 2001). These follow up studies are indicative of the type of cross-national research that can follow from a single state study in one American state. The conceptual framework and the methodologies used in the state of Kentucky has impacted further studies of Public Administrators in America and abroad. It seems relevant to comment upon such impacts. The fifty state study in America was a direct outcome of the single state study (Osborne, 1994). The single state study demonstrated the feasibility of such research. Hence, the sponsoring agency (NSF) supported the fifty state design. The study conducted in 1996 in Britain used the Kentucky study as a model and was conducted on the basis of a questionnaire designed at DeMontfort University (Greenwood, 2000). The Nigerian research conducted at Indiana State University adopted the DeMontfort study questionnaire to the Nigerian context (Dibie, 2001).

All these are indicative of the types of cross-fertilization that can follow through a single state study.

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GOVERNMENTAL SERVICES CENTER
at Kentucky State University
Frankfort, Kentucky 40601

GENE W. CHILDRESS
EXECUTIVE DIRECTOR

WALLACE G. WILKINSON
GOVERNOR

What are the training needs of Public Administrators?

Dear Public Manager

I invite you to participate in an important research project.

The Governmental Services Center at Kentucky State University is conducting a survey research project sponsored by the National Science Foundation. The project seeks to increase knowledge in public administration. The purpose of this survey is to learn about the work of public managers, their professional growth needs, and their views about the training programs offered by the Governmental Services Center. Our objective is to meet training needs more effectively.

Your name has been randomly chosen from the list of public managers in service with the executive branch of Kentucky state government for participation in this survey. Your individual responses to this questionnaire will be confidential. The questionnaires have been serially numbered for mailing purposes only, so that we may check off those that are returned to us. I emphasize that your participation in this survey is voluntary. Should you encounter questions that you do not want to answer, please skip them and go on to the others.

This is a significant project. It will generate knowledge for use in planning our many activities to meet the needs of public managers. Should you have any questions about this research project, please do not hesitate to write me or call at 502/564-8170.

Finally, the data collected for this survey will be analyzed and reported by the School of Public Affairs' Center for Public Policy Research at Kentucky State University. Please complete the questionnaire and use the enclosed envelope to return it to the center within two weeks. The results will be reported in aggregate, individual responses will not be identified. If you want a copy of the survey results, please write to me separately. I look forward to receiving your completed questionnaire

Thanks for your participation.

Sincerely,

Gene W. Childress
Executive Director

NOV 30 1988

An Equal Opportunity Employer M/F/H

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All responses are strictly confidential. Your participation in this survey is voluntary. If you come to any question which you do not want to answer, please skip it and go on to the next question.

What you say in this questionnaire is confidential. There is no need to sign your name.

SECTION I Management Knowledge and Skills

1. To what extent do you feel knowledge of the following fields is necessary and important in your present job? (Please circle the appropriate number)

	Great Extent	Some Extent	Little Extent	No Extent
a. Statistics and Research Methods	1	2	3	4
b. Policy/Program Analysis	1	2	3	4
c. Personnel Management	1	2	3	4
d. Management Information Systems	1	2	3	4
e. Budgetary Operations	1	2	3	4
f. Public Relations	1	2	3	4
g. Administrative Law	1	2	3	4

2. The following lists some management topics that relate to workshops offered now or planned at GSC. Please indicate if you feel training in these areas would contribute to your growth as a public manager. (Please circle the appropriate number)

	Great Extent	Some Extent	Little Extent	No Extent
a. Understanding Conflict	1	2	3	4
b. Problem Solving and Decision Making	1	2	3	4
c. Discipline	1	2	3	4
d. Equal Employment Opportunity	1	2	3	4
e. Financial Management and Planning	1	2	3	4
f. Computers	1	2	3	4
g. Managing Work Relationships	1	2	3	4
h. Managing under the Merit System	1	2	3	4
i. Motivation	1	2	3	4
j. Performance Management	1	2	3	4
k. Strategic Planning	1	2	3	4

3. As a state public administrator, how important do you believe it is to keep in touch with the following? (Please circle the appropriate number)

	Very Important	Somewhat Important	Not Important
a. Election voting patterns	1	2	3
b. Legislative candidates and their views	1	2	3
c. Economic issues	1	2	3
d. Positions of interests groups on policy issues	1	2	3
e. Specific policy issues e.g., educational, economic development, environmental	1	2	3
f. Federal government grant programs	1	2	3

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4. Currently Management training programs for Public Managers typically include a number of specific objectives. Listed below are some of these objectives. In your opinion, please indicate how relevant those objectives are to the work of public managers. (Please circle the appropriate number)

	Greatly Relevant	Somewhat Relevant	A Little Relevant	Not Relevant
a. To enhance appreciation of self and others	1	2	3	4
b. To examine the use of managerial time	1	2	3	4
c. To increase insight into managerial behavior and its effect on others	1	2	3	4
d. To identify the need for employee, manager and organization development	1	2	3	4
e. To increase understanding of leadership styles	1	2	3	4
f. To examine communication concepts relative to leadership effectiveness	1	2	3	4
g. To understand the value of group decision making/consensus	1	2	3	4
h. To understand the need for objectives	1	2	3	4
i. To discuss ethical standards related to management practices	1	2	3	4
j. To analyze factors that contribute to a climate for self motivation	1	2	3	4
k. To develop approaches to integrating career and life strategies	1	2	3	4
l. Other Objectives (specify)				
_____	1	2	3	4
_____	1	2	3	4

5. Does your supervisor generally encourage training education for employees? (Please circle the appropriate response)

Often Sometimes Never

6. Are people you work with enthusiastic about training education? (Please circle the appropriate response)

Most of Them Some of Them A Few

7. Here are some statements that have bee made about public managers as professional Please indicate the extent to which you agree disagree with each of these statements (Please circle appropriate number).

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Don't Know
a. Public Managers need college degrees, related to their work to be effective	1	2	3	4	5
b. Public managers, irrespective of their other educational background, need training and education in public administration	1	2	3	4	5
c. Public Managers should be familiar with the current developments in public administration	1	2	3	4	5
d. Public Managers should belong to one or more professional organizations that are concerned with public administration	1	2	3	4	5

8. The following lists some skills topics tha relate to workshops offered now or planned at GS Please indicate the extent you feel training in thes areas would contribute to your growth as a publi manager. (Please circle the appropriate number)

	Great Extent	Some Extent	Little Extent	No Extent
a. Assertiveness	1	2	3	4
b. Effective Teams	1	2	3	4
c. Business English	1	2	3	4
d. Stress Management	1	2	3	4
e. Presentation Skills	1	2	3	4
f. Professional Image	1	2	3	4
g. Writing Effective Reports and Proposals	1	2	3	4
h. Reading Smarter	1	2	3	4
i. Train the Trainer	1	2	3	4
j. Writing Better Letters and Memos	1	2	3	4

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SECTION II: Management Awareness Workshop Experience

If you have not completed the *Management Awareness Workshop* Training Program at the Governmental Services Center, *Skip to Section III on page 5*

9. Did your supervisor encourage you to take this training? ___YES ___NO

10. In which year did you complete this training program? _____

11. To what extent do you believe *your participation* in the Management Awareness program at GSC addressed each of the following objectives.

Please circle the appropriate number(s)

	Great Extent	Some Extent	Little Extent	No Extent
a. To enhance appreciation of self and others	1	2	3	4
b. To examine the use of managerial time	1	2	3	4
c. To increase insight into managerial behavior and its effect on others	1	2	3	4
d. To identify the need for employee, manager and organization development	1	2	3	4
e. To increase understanding of leadership styles	1	2	3	4
f. To examine communication concepts relative to leadership effectiveness	1	2	3	4
g. To understand the value of group decision making/consensus	1	2	3	4
h. To understand the need for objectives	1	2	3	4
i. To discuss ethical standards related to management practices	1	2	3	4
j. To analyze factors that contribute to a climate for self motivation	1	2	3	4
k. To develop approaches to integrating career and life strategies	1	2	3	4
l. Other Objectives (specify) _____	1	2	3	4
_____	1	2	3	4

12. Please indicate how often you have utili what you learned during this training program? *pl check one*

___ Very Often
___ Moderately Often
___ Not Often
___ Never

13. As a supervisor, what are you now doing or n doing since your participation in the program?

_____
_____
_____
_____
_____
_____ Use back if nee

14. Please indicate how useful have been reading and reference material that you recei during the workshop? *please check one*

___ Very Useful
___ Moderately Useful
___ A Little Useful
___ Not Useful

15. How valuable do you feel the program has be in increasing your effectiveness? *please check one*

___ Very Valuable
___ Moderately Valuable
___ A Little Valuable
___ Not Valuable

16. From a management point of view, wh additional materials methods or approaches *would introduce to the management awareness workshop?*

_____
_____
_____
_____
_____
_____ Use back if need

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Section III Professional Activities

17. Do you belong to professional associations/societies that are related to your job?

If so, please check below:

International Personnel Management Association (IPMA) ___

American Society of Public Administration (ASPA) ___

American Psychological Association (APA) ___

National Association of Social Workers (NASW) ___

American Society of Training Directors (ASTD) ___

Other Please list below

_____

_____

_____

_____

None ___

18. Do you regularly read/subscribe to job related, professional journals/publications?

If so, please check below:

Public Administration Times ___

Public Personnel Management ___

Training and Development Journal ___

Social Work ___

Other Please list below

_____

_____

_____

_____

None ___

19. In the past two years have you participated in professionally-related seminars/conferences?

If so, please list below:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ Use back if needed

20. In the past year have you undertaken any of these discretionary education/training activities? *If so, please check.*

- Attended GSC workshops ___
- Enrolled in a degree program ___
- Enrolled in college/university courses as a non-degree student ___
- Attended agency-sponsored optional training ___
- Enrolled in the KCM program ___
- None of the above ___
- Attended agency-sponsored external training (If so, please list below): ___

_____

_____

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_____ Use back if needed

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Section IV Views on Public Service

21. Here are some statements that have been made about the workings of government agencies in the U.S. Please indicate the extent to which you agree or disagree with each of these *(Please circle the appropriate number).*

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Don't Know
a. Government agencies should provide high quality services to their clients.	1	2	3	4	5
b. Clients of government agencies are not satisfied with the services provided.	1	2	3	4	5
c. Government agencies should provide equal treatment to minorities and women.	1	2	3	4	5
d. Political pull is important in whether a government agency will help a private citizen.	1	2	3	4	5
e. Democratic principles cannot be applied in dealing with the employees of government agencies.	1	2	3	4	5
f. Government agency officials should care about public opinion concerning their agency.	1	2	3	4	5
g. Citizens are not knowledgeable about the complexity of decision making in government agencies.	1	2	3	4	5
h. Government agency officials should be responsive to the legitimate requests of elected officials about problems of their constituents.	1	2	3	4	5
i. The merit system in public service is outweighed by political pull in influencing merit appointments.	1	2	3	4	5

Section V Demographics

Information in this section will be used t categorize managers in a variety of ways so tha similarities and differences in job content or contex can be analyzed. *(Please circle the appropriate letter, or enter th requested information for each item)*

22. Number of employees you directly supervis only those employees immediately beneath you on th organizational chart. Do not include employees yo indirectly supervise.

a. Less than 3
b. 3 - 5
c. 6 - 9
d. 10 - 14
e. More than 15
f. Other (specify) _____

23. How large are the organizational structure you are held responsible for? (Consider bot employees directly supervised and indirectl supervised through subordinate managers.) *Circle onl one*

a. 1 - 10 employees
b. 11 - 50 employees
c. 51 - 200 employees
d. 201 - 500 employees
e. Over 500 employees

24. Which of the following describes best the wor unit(s) you are held responsible for? *Circle only one*

a. Data/paper oriented
b. People/service oriented
c. Machine/production oriented

25. Which of the following categories best describe the jobs you are held responsible for? *Circle only one*

a. Administrative, professional, technical
b. Clerical, office machine, administrativ support
c. Supervisory, managerial
d. Service, maintenance, agricultura construction
e. Law enforcement, investigative, protective

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26. What is the highest level of your education?

Check those appropriate level

___ High School or less
___ Some College
___ BA or BS
___ MA or MS
___ MPA
___ MBA
___ Other Masters _____
___ PhD
___ Other Doctorate _____
___ Engineering
___ JD or LLB
___ MD
___ DDS or DMD
___ Other Professional Degree _____
___ *Please indicate any other earned degree*

_____ /
_____

27. What specific college level degree, and/or course work or training have you had in Public Administration?

___ MPA _____
___ Other Degree *(specify)* _____
___ Courses *(specify)* _____
_____
___ None

28. Date of Birth _____ / _____ / _____
Month Day Year

29. Gender _____ / _____
Male Female

30. Ethnic Origin *Check one*

___ White *Not of Hispanic Origin*
___ Black *Not of Hispanic Origin*
___ Hispanic
___ Native American
___ Asian or Pacific Islander
___ Other *(Please specify)* _____

31. Number of years with State Government _____

32. Date of last promotion in State Government?

_____ / _____ / _____
Month Day Year

33. Date of last position change in State Government?

_____ / _____ / _____
Month Day Year

If you have not changed positions during your employment with state government skip to Item 37.

34. Was this change a promotion? _____ / _____
Yes No

35. Did you change agencies? _____ / _____
Yes No

36. Did your Supervisory functions change?
_____ / _____
Yes No

37. What is your present salary grade level?
_____

Section VI Suggestions For Training Improvements

38. Would you like to say anything else about how the training program offered by the Governmental Services Center could be restructured to help the professional growth of public managers in Kentucky?

_____
_____
_____
_____
_____
_____
_____ Use back if needed

The Governmental Services Center wishes to thank you again for taking enough of your time to complete this questionnaire. The information obtained from this study will enable us to continue providing training of the highest quality.

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